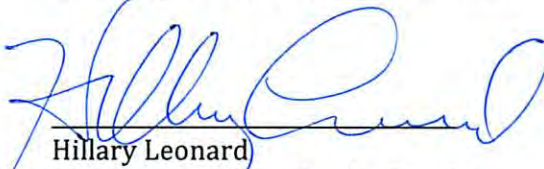


Serial Number #18-19-23C

TO: President David Dooley  
FROM: Hillary Leonard, Chairperson of the Faculty Senate

1. The attached BILL titled, the Curriculum and Standards Committee Report #2018-19-11: Special Education track in the in Elementary Education major, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on March 21, 2019.
3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.
4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective April 11, 2019, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.

  
Hillary Leonard  
Chairperson of the Faculty Senate

March 21, 2019

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ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

- a. Approved ☒.
- b. Approved subject to Notice of the Council on Postsecondary Education \_\_\_\_.
- c. Disapproved \_\_\_\_.

  
Signature of the President

4.8.19  
(date)

**UNIVERSITY OF RHODE ISLAND FACULTY SENATE**  
**March 7, 2019**

**Faculty Senate Curriculum and Standards Committee**  
**Report 2018-2019-11**

At the March 7, 2019 meeting of the Curriculum and Standards Committee, the following matters were considered and are now presented to the Faculty Senate.

**SECTION II**  
**Curricular Matters Which Require Confirmation by the**  
**Faculty Senate**

**PROGRAM CHANGES:**

**ASF College of Education and Professional Studies:**

**Education Department:**

**Creation of Special Education track (See Appendix A)**

The School of Education is proposing an undergraduate track in elementary special education where interested undergraduate elementary majors will take courses toward RI Department of Education (RIDE) certification in elementary special Education. Because we have only a graduate program for certified teachers with undergraduate degrees, it takes our MA candidates 1.5-2 years to complete the certification program. Given that we have undergraduates interested in special education certification, and that special education is a shortage teaching area in RI, we have proposed to, and received agreement from, RIDE to develop an undergraduate track where pre-service undergraduate students can take courses toward special education certification. Due to RIDE internship requirements, undergraduate students would not be able to complete the certification courses within their 4-year, 120-credit undergraduate program. However, they would be eligible for certification with an additional semester of student teaching in special education taken at the graduate level.

We propose to create and offer simultaneous 400-level courses to existing 500-level special education and reading courses, thus creating the mechanism for undergraduate students to take courses toward special education certification.

The undergraduate elementary special education track would consist of required courses for elementary special education certification, which total 27 credits (inclusive of a 9-credit special education student teaching experience to be taken at the graduate level).

**Modified Form  
For New Interdisciplinary Minors, and New  
Tracks/Options/Sub-plans/Concentrations**

**A Proposal for:**

Creating an undergraduate certification track in Special Education.

**Date:** January 9, 2018

**A. PROGRAM INFORMATION**

**A1. Name of institution** University of Rhode Island

**A2. Name of department, division, school or college**

Department: School of Education

College: Alan Shawn Feinstein College of Education & Professional Studies

**A3. Title of proposed program and Classification of Instructional Programs  
(CIP) code**

Program title: Elementary and Special Education track

Current CIP: 13.1001 (EDUEDS-MA)

13.1017 (undergraduate CIP code)

Proposed CIP: 13.0101 (EDUCATN-MA)

**A4. Intended initiation date of program change. Include anticipated date for  
granting first degrees or certificates, if appropriate.**

Initiation date: ~~Spring 2019~~ Fall 2019

First degree date: ~~December 2019~~ May 2020

**A5. Intended location of the program**

University of Rhode Island, Kingston, RI

**A6. Description of institutional review and approval process**

	<u>Approval</u>
<u>Date</u>	12.17.2018
Department	
College	1.16.2019
CAC/Graduate Council	
Faculty Senate	
President of the University	

**A7. Summary description of proposed program (not to exceed 2 pages)**

The School of Education is proposing an undergraduate track in elementary special education where interested undergraduate elementary majors will take courses toward RI

Department of Education (RIDE) certification in elementary special Education. Currently, the School of Education offers an MA in Special Education, which leads to RIDE certification in elementary (and secondary) special education. Because we have only a graduate program for certified teachers with undergraduate degrees, it takes our MA candidates 1.5-2 years to complete the certification program. Given that we have undergraduates interested in special education certification, and that special education is a shortage teaching area in RI, we have proposed to, and received agreement from, RIDE to develop an undergraduate track where pre-service undergraduate students can take courses toward special education certification. Due to RIDE internship requirements, undergraduate students would not be able to complete the certification courses within their 4-year, 120-credit undergraduate program. However, they would be eligible for certification with an additional semester of student teaching in special education taken at the graduate level.

We propose to create and offer simultaneous 400-level courses to existing 500-level special education and reading courses, thus creating the mechanism for undergraduate students to take courses toward special education certification.

As background to this proposal, the MA/Special Education was approved on February 2, 2008, and began in the fall semester of 2008. Currently, there are two tracks. The elementary special education certification track is designed for special education teacher candidates who are already certified in elementary education (grades 1-6). The secondary special education certification track is designed for teachers certified in secondary education (grades 7-12). The program is based on the accreditation standards of the Council for Exceptional Children. It has gained full national recognition by the Council for the Accreditation of Education Preparation (CAEP) through 2022, and was given full approval (without conditions) by the Rhode Island Department of Education (RIDE) program approval process through 2021.

The MA in Special Education program has provided graduates with the necessary knowledge, skills, and dispositions to work collaboratively with other school professionals to plan and implement high quality inclusive educational programs for students with mild or moderate disabilities and to evaluate their efforts on an ongoing basis. Graduates of the program are qualified to work in public schools that serve students with disabilities as mandated by the Individuals with Disabilities Education Act (IDEA) of 2004 (PL 108-466). Candidates who already have teaching experience as general education teachers broaden their knowledge about students with disabilities and acquire new skills and knowledge pertaining to the more specialized role of the special educator. As candidates acquire skills and knowledge about assessment and curriculum for students with disabilities in inclusive settings, they become strong advocates for quality instructional programs. Program candidates better understand the dynamics of serving students needing special education services. The program has successfully prepared candidates for passing the PRAXIS special education licensure exam, as 100% of candidates in the program have passed the exam in their first attempt.

**Proposed Undergraduate Elementary Special Education Track:**

The undergraduate elementary special education track would consist of required courses for elementary special education certification, which total 27 credits (inclusive of a 9-credit special education student teaching experience to be taken at the graduate level).

**A8. Signature of the President**

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David M. Dooley

**A9. Person to contact during the proposal review**

Name: David Byrd, Ph.D.  
Title: Director, School of Education  
Phone: (401) 874-5484  
Email: [dbyrd@uri.edu](mailto:dbyrd@uri.edu)

**A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.**

Lisa M. Foehr	Director of Office of Educator Quality and Certification, Rhode Island Department of Education
Jennifer Connolly, Ph.D.	Director of Special Services, Warwick Public Schools
Lisa Colwell, Ed.D.	Director of Pupil Personnel Services, Portsmouth Public Schools

**B. RATIONALE: There should be a demonstrable need for the program.**

**B1. Why is the new program being developed?**

*Rationale for allowign Elementary Education undergraduates to take courses toward special education certification:*

**National Teacher Shortage**

Teachers in special education continue to represent a shortage area in the state of Rhode Island and across the nation (US Department of Education, 2017; Strauss, 2017). Additionally, school districts are in need of highly qualified special education teachers, particularly as more schools use inclusive classrooms to serve students with

disabilities (Friend & Bursuck, 2015). Nationally, 13% of school-age students have a disability label under IDEA. In Rhode Island, according to data collected for the 2013-2014 school year, 16.4% of school age students had a disability label (National Center on Education Statistics).

Creating a mechanism for undergraduates to prepare for special education certification will better address this teacher shortage, as undergraduate students could begin taking courses toward their certification, instead of waiting to begin coursework in special education at the graduate level. Though we initially created the MA in Special Education in 2008 for similar reasons, because the Rhode Island Department of Education no longer requires educators to obtain a masters degree (unlike neighboring MA, CT, NY), there is little incentive for teachers to pursue a master's degree (which often comes at considerable personal and financial sacrifice). The changes proposed in this application aim to increase the number of certified special education teachers in our state, while also better utilizing resources across programs within the School of Education.

Several logistical changes have also prompted creating a mechanism for Elementary Education undergraduates to take courses toward special education certification. First, in 2016, undergraduates in Elementary Education were no longer required to select a second major. This change allows teacher candidates freedom within their 120 undergraduate credits to add coursework toward licensure in special education. The current proposed change would require candidates to apply for the special education certification track at the same time they apply to the Elementary Education program. Candidates typically apply in January of their sophomore year and begin taking courses in their junior year. This change has been approved and supported by the Rhode Island Department of Education (see attached letter, 2018). Additionally, students have expressed interest in beginning their Special Education coursework during their undergraduate degrees.

#### Citations:

Friend, M., & Bursuck, W. (2015), *Including students with special needs: A practical guide for classroom teachers*, 7<sup>th</sup> ed. Boston, MA.

National Education Statistics (2015). Common Core of Data, Local Education Agency (School District) Universe Survey, retrieved online: <https://eddataexpress.ed.gov/data-element-explorer.cfm/tab/data/deid/5/>

Strauss, V. (2017, August 28). Teacher shortages affect every state as 2017-2018 school year begins. *The Washington Post*, retrieved online: [https://www.washingtonpost.com/news/answer-sheet/wp/2017/08/28/teacher-shortages-affecting-every-state-as-2017-18-school-year-begins/?utm\\_term=.03b86095fcc5](https://www.washingtonpost.com/news/answer-sheet/wp/2017/08/28/teacher-shortages-affecting-every-state-as-2017-18-school-year-begins/?utm_term=.03b86095fcc5).

## **B2. What is the economic need and workforce data related to the program?**

### **a. Provide information on jobs available as a result of successfully completing**



**the certificate or degree: job titles, job outlook/growth, and salaries.**

Upon successfully completing Special Education certification requirements, including passing all state required licensure tests and requirements, teacher candidates will be eligible for jobs in both general education (elementary) and special education (elementary). As stated previously, in Rhode Island (and across the nation), a job shortage exists for certified special education teachers; thus, the proposed certification track would economically benefit the state of Rhode Island. Salaries for special educators in Rhode Island, and other states, are typically set through the collective bargaining process and vary per district. The National Education Association-RI compiles district salaries for most districts in the state of Rhode Island. In the 2015-2016 school year, first year teacher salaries range from \$35,958 (Burrillville) to \$48,000 (Westerly), with an average of \$41,765 (see: [http://www.neari.org/Portals/0/Uploads/Documents/Admin/teacher\\_salaries\\_2016-17.pdf](http://www.neari.org/Portals/0/Uploads/Documents/Admin/teacher_salaries_2016-17.pdf)). Some districts offer salary increases for a master's degree and/or for being employed as a special education teacher.

**B3. What entities are advocating for this program? Was an advisory board used to develop the curriculum?**

An advisory committee developed the original MA in Special Education Program. This advisory committee was convened on May 1, 2007 to review the proposal and provide input on admissions, curriculum, and program outcomes. The names and affiliations of committee members at that time were: Ms. Holly Gray, special education teacher, Woonsocket; Mr. Kenneth Swanson, Director, Office of Special Populations at Rhode Island Department of Education; Mr. Steve DiBiasio, parent of two children with disabilities who is also a parent representative on the Rhode Island Special Education Advisory Committee; Ms. Suzanne Sousa, former high school special educator; Ms. Deb Zepp, Principal, South Kingstown; and Ms. Katherine Sipala, Superintendent of Schools in Narragansett. The committee remained active until Council for Exceptional Children Accreditation was granted.

The proposed Elementary Special Education track has been co-constructed by MA in Education faculty in Elementary Education (Dr. Sandy Hicks) and Reading (Dr. Theresa Deeney), MA in Special Education faculty (Dr. Adam Moore & Ms. Catherine Semnoski), and the Director of the School of Education (Dr. David Byrd) during the 2017-18 calendar year.

**C. INSTITUTIONAL ROLE: The program should be clearly related to the published role, scope, and mission of the institution and be compatible with other programs and activities of the institution.**

**C1. Explain how the program is consistent with the published role, scope, and mission of the institution and how it is related to the institution's Academic Plan.**

An undergraduate elementary special education track is consistent with the mission of the University of Rhode Island (<https://web.uri.edu/about/mission/>). Upholding URI values of “diversity, fairness, and respect,” the undergraduate elementary special education track focuses on preparing educators who value and implement inclusive educational practices for students with disabilities. The rigor of the program and focus on the various laws pertaining to the education of individuals with disabilities reflects the university’s mission for “intellectual and ethical leadership.” Lastly, the undergraduate special education track ensures that each special education teacher candidate learns from experienced educators from across the state in practicum and internships, consistent with URI’s focus on “engaged learning and civic involvement.”

The modifications to the MA in Education to include a specialization in Special Education described in this proposal also align with the URI Academic Strategic Plan ([https://web.uri.edu/academic-planning/files/academic\\_plan\\_handbook.pdf](https://web.uri.edu/academic-planning/files/academic_plan_handbook.pdf)) as per Table 1 below.

Table 1. Special Education Program Alignment to URI Academic Plan

Goal	Strategy	Action	Alignment to Undergraduate Elementary Special Education Track
1. Enhance student success	1. Expand pedagogical approaches focused on engaging students in learning across the curriculum	6. Coordinate curriculum (align curriculum among multi-section courses, upper- and lower-level courses), integrate civic engagement and experiential learning projects (e.g., “unclassroom,” integrated clinical experience), and ensure programs actively engage students in integration, synthesis, and application of knowledge	Changing the program to allow undergraduate students in elementary education to begin working toward their special education certification will make graduates more marketable when seeking employment
	3. Facilitate the implementation of new learning pedagogies and expand modes of course delivery and assessment by leveraging space and time in new ways	4. Facilitate learning through collaborative use of resources, e.g., interprofessional education (IPE), area/topic cluster courses	Developing 400-level courses paired with existing 500-level courses, and offering these simultaneously will utilize existing resources currently used to teach a small number of graduate students, so that undergraduates can begin working toward certification in special education. This modification aligns with the needs of Rhode Island and the region (for more certified special



			education teachers), as well making better use of resources.
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## D. INTER-INSTITUTIONAL CONSIDERATIONS:

### D1. What are the similar programs in the state and region?

#### a. If similar programs exist, how is this program different or why is duplication necessary?

The MA in Special Education program currently exists at URI, but it is offered to/for **certified** teachers. Therefore, creating an undergraduate elementary special education track is not proposing redundant programming at URI.

Other special education programs are offered in the state of Rhode Island. Currently Rhode Island College, Salve Regina University, and Providence College offer special education certification programs. The student outcomes for the URI MA program, and the proposed undergraduate track, will be similar to those at the other institutions, since special education state certification guidelines dictate the outcomes necessary to obtain state certification. As noted above, these student objectives are based on the core standards of the accrediting body, the Council for Exceptional Children.

As with the MA program, this proposed undergraduate track is different from others program in RI in two ways. First, there is a strong emphasis on educating students in inclusive classes (that is, general education classes) with supports and services for students with special education needs brought into the general education class. As a result of this focus, students will be qualified to assume positions as special education teachers in general education classes, work as resource teachers, or other service delivery models. Second, this program uses the cohort model where students take courses as a group, thus forming student, and ultimately, professional relationships.

Another consideration is that URI traditionally draws students from a wide geographic pool. This means that a special education program at URI serves a different population than that served by our sister state college. Demographic data from 2016 indicate that 14% of the students at Rhode Island College are out-of-state students (<http://www.ric.edu/oirp/Documents/QuickFacts.pdf>), compared with 44% at URI. (<https://web.uri.edu/ir/files/Fall2017FactSheets.pdf>). Additionally, URI, with its lower undergraduate tuition base (\$13,792 ) than the private colleges/universities in our state (Providence College = \$48,630, Salve Regina = \$38,985), can cater to students from a much broader socio-economic range.

**b. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication?**

Because this proposal is only to add a special education track to our existing Elementary Education program, other institutions have not been contacted. URI undergraduate students eligible for special education certification would already have been admitted to the elementary education program at URI, thus not interfering with other institutions with special education certification programs.

**D2. How do courses in this program transfer to other schools?**

Special education certification programs have similar course work requirements. Courses in family partnerships, positive behavior supports, assessment, methods, and teaching reading are courses that are similar to other special education certification programs.

**D3. How does this program align to academic programs at other institutions?**

The proposed undergraduate special education certification track requires coursework in 1) following federal and state laws regarding students with disabilities and working with families & using co-teaching strategies (EDS 401); 2) designing interventions in mathematics (EDS 400); 3) using positive behavioral supports (EDS 403); 4) assessing students with disabilities (EDC 464); 5) instructing students who have learning disabilities (EDC 466); 6) instructing students in language and reading (EDC 427); 7) gaining experience in the classroom through a minimum of 60 hours of pre-student teaching field work (EDS 405,406); 8) Ultimately, undergraduates would also need to complete 15 weeks of student teaching (internship) at the graduate level (EDS 518). This course work is similar to other special education certification programs in the state, which require between 7-10 courses for this certification. Additionally, the Rhode Island Department of Education has approved this certification track (see letter of support).

**D4. Are recipients of this credential accepted into programs at the next degree level without issue?**

The undergraduate elementary special education track would allow students who graduate with a B.S. in elementary education to pursue a master's degree in an area other than special education (since the course credits cannot be counted more than once across degrees).

**D5. How does this program of study interface with degree programs at the level below them?**

Students who are applying to the elementary education program can simultaneously apply to the special education certification track.

**D6. Are cooperative agreements or affiliations established? If so, what?**

The Rhode Island Department of Education approved an undergraduate certification track in special education to help address the needs of the state and region. Additionally two special education administrators in the state provided letters of support for the proposed changes.

See attached letters from:

- The Rhode Island Department of Education
- Warwick Public Schools
- Portsmouth Public Schools

**E. PROGRAM:**

**E1. Are there pre-requisite courses? If so, please explain/list?**

Students must be admitted to the elementary education program and meet all required pre-requisites required for the BS in elementary education.

**E2. Curriculum**

**a. How many credit hours are required to graduate (include all general education and pre-requisites)?**

The certification track for undergraduates is not linked to graduating. However this track would require 27 credits for recommendation for licensure (18 credits prior to a 9-credit student teaching assignment).

**b. What courses are required for the program?**

Undergraduate Elementary Special Education Track (27 credits)\*

EDS 400	Intro to Special Ed Interventions in Math and Content Areas	2
EDC 464	Diagnosis of Learning Difficulties	3
EDS 403	Positive Behavior Supports	3
EDS 405	Supervised Practicum: Elementary Special Education	1
EDC 427	Language Study for Teachers of Reading	3
EDS 401	Collaboration and Co-Teaching	2
EDS 406	Supervised Practicum: Elementary Special Education	1
EDC 466	Intervention in Reading and Writing Difficulties	3

**\* Once undergraduate students complete all required certification courses in special education, they will be recommended for certification and have that designation reported on their transcripts.**

**c. What are the new courses and descriptions that will go into the course catalog?**

New courses (400-level sections of existing 500-level courses) are as follows:

**EDS 400**

Intro to Special Ed Interventions in Mathematics and Content Areas (2 crs.)

Provides future special educators with knowledge and skills to plan instruction for students with mild or moderate disabilities, including mathematics and content strategy instruction. (Lec. 2)

Pre: Acceptance into Elementary and Special Education certification track.

**EDS 401**

Collaboration and Co-Teaching (2 crs.)

Provides future special educators with knowledge and skills to implement culturally responsive collaboration with family members and school based professionals. Definitions of disabilities and educational implications, focusing on the role of the special educator in inclusive education. (Lec. 2)

Pre: Acceptance into Elementary and Special Education certification track.

**EDS 403**

Positive Behavior Supports (3 crs.)

Provides future special educators with the knowledge and skills to examine causes of behaviors, to teach pro-social behaviors, and to develop individualized positive behavioral supports. (Lec. 3)

Pre: Acceptance into Elementary and Special Education certification track.

**EDS 405**

Supervised Practicum: Elementary Special Education (1 cr.)

Provides future special educators with opportunities to assess students and instruct students with disabilities under the supervision of a certified special educator.

Students will be observed once by University instructor. (Practicum, 1)

Acceptance into Elementary and Special Education certification track. (S/U only)

**EDS 406**

Supervised Practicum: Elementary Special Education (1 cr.) Provides future special educators with opportunities to collaborate with other professionals to provide instruction under supervision of a certified special educator. One observation by University instructor. (Practicum, 1)

Pre: Acceptance into Elementary and Special Education certification track. (S/U only)

**EDC 427**

Language Study for Teachers of Reading (3crs.)

~~Cross-listed as (EDC) PSY 527.~~ Focuses on English phonology, morphology, syntax, and semantics. Applies concepts reading and spelling, teaching phoneme awareness, interpreting student errors, and planning instruction. (Seminar)

Pre: Acceptance into Elementary and Special Education certification track, or permission of instructor.

**EDC 464**

Diagnosis of Learning Difficulties (3 crs.)

Use informal and formal techniques to assess students' academic strengths and needs.

Culminates in a diagnostic analysis of a student. (Lec./Lab. 3)

Pre: Acceptance into Elementary and Special Education certification track.

**EDC 466**

Intervention in Reading and Writing Difficulties (3 crs.)

Supervised clinical experience in working with learners who struggle with literacy.

Students assess learner needs, plan and implement instruction, and assess learner growth. (Practicum)

Pre: EDC 464.

**EDS 518**

Supervised Internship (9 crs.)

Under the supervision of a certified special educator, students teach in general education classes which include students with special needs, for a minimum of fifteen (15) weeks. (Practicum, 9)

Pre: Acceptance into Elementary and Special Education certification track. (S/U only)

**d. Are there specializations and options? If so, please describe.**

N/A

**e. Is the program content guided by program-specific accreditation standards or other outside guidance?**

Yes.

Council for Exceptional Children Initial Program Standards (see:

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>)

Rhode Island Professional Teaching Standards

<http://www.ride.ri.gov/portals/0/uploads/documents/teachers-and-administrators-excellent-educators/educator-certification/cert-main-page/ripts-with-preamble.pdf>

- f. **What are the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program)?**

**Program Goals and Student Learning Outcomes**

**Goal #1:** Equip graduates with the requisite knowledge to teach students with disabilities effectively.

- 1.1: Graduates demonstrate knowledge of appropriate assessment techniques for eligibility for special education services, and for ongoing program planning.
- 1.2: Graduates demonstrate knowledge of research-validated practices for effective instruction of students with special needs.
- 1.3: Graduates demonstrate knowledge of federal mandates that guide the assessment and instruction of students with special education needs.

**Goal #2:** Equip graduates with the requisite skills to teach students with disabilities effectively.

- 2.1: Graduates assess learners with disabilities, and design educational interventions based on those data.
- 2.2: Graduates collaborate on an ongoing basis with general education teachers, paraprofessionals, related service providers, parents and others to discuss students' progress and design educational programs.
- 2.3: Graduates participate in the development of students' Individualized Education Programs (IEPs) in meaningful ways.
- 2.4: Graduates use their knowledge of the development and characteristics of learners to plan appropriate instruction and teach the skills included on students' IEPs.

**Goal #3:** Ensure that graduates have the appropriate dispositions for teaching learners with special needs.

- 3.1: Graduates develop positive partnerships with parents of learners with special needs.
- 3.2: Graduates demonstrate appropriate dispositions for teaching learners with special needs.
- 3.3: Graduates can follow ethical and legal guidelines in the education of learners with special needs.
- 3.4: Graduates create learning environments that take into account individual learning differences and that promote language acquisition, reading and math skills, and social interactions with peers.

**Goal 4:** Equip graduates with the necessary receptive research skills so they can be consumers of educational research to select validated instructional approaches to use with students with special needs.

- 4.1: Graduates understand and apply both quantitative and qualitative research findings in their educational practices.



**F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.**

**F1. What are the number of each needed?**

- Currently faculty meeting the needs of this proposed track are
    - 1 full-time lecturer in special education (Ms. Catherine Semnoski)
    - 2 faculty in the MA/reading program (Drs. Theresa Deeney & Julie Coiro) will teach EDC 464, EDC 466 and EDC 427
    - Adjunct faculty who typically teach in the MA/Special Education program
- The SOE recently lost its full-time faculty member in Special Education (Dr. Adam Moore), and we are seeking to fill his position.

**F2. Are these new positions or reassignments?**

Current faculty exist. In the future we hope to fill the special education position left vacant by Dr. Moore's departure.

**F3. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

Masters Degree in special education or related field

**G. STUDENTS:**

**G1. How are students selected for the program?**

Undergraduate students who apply to the School of Education identifying elementary education and the special education certification track as their intended program of study must meet the requirements for admission to the School of Education.

**G2. Are there admission requirements?**

Undergraduate students must meet the requirements for admission into the elementary education B.S. program. In addition, undergraduates who seek the special education certification track will be interviewed by special education faculty as part of the selection process for the certification track (see:

<https://web.uri.edu/education/elementary-education-curriculum/>).

**G3. What is the primary source of students?**

**a. New students or drawn from other programs?**

The students in the special education program (undergraduate track) will be selected from students admitted into the elementary education program.

**b. Industry sponsored students/ employees? Describe.**

N/A

**G4. What is the estimated number of students in the program?**

12 students

**G5. What is the estimated number of annual graduates?**

Most likely, undergraduates will not complete the certification program within the four-year undergraduate degree. They may then take an additional semester to complete student teaching in special education (9 credits). We anticipate up to 12 students to follow this pathway.

**H. EVALUATION:**

**H1. How will the program be evaluated?**

**a. Performance measures to evaluate the program.**

The program is evaluated through candidates demonstrating they have met the 7 Council for Exceptional Initial Program Standards (see:

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>)

The CEC standards have been incorporated into 8 assessments in the URI special education program as part of our program evaluation and accreditation process. Currently the School of Education uses an electronic portfolio system, Task Stream, which is used to inform the program of trends and make programmatic changes.

The following assessments, which are aligned with the CEC standards, are currently collected from the candidates in the special education program. These assessments will continue to be collected for all candidates in the special education program.

**Special Education Program Assessments**

Course	Task
EDS 403: Positive Behavioral Supports	FBA & PBIP (Assessment 6)
EDS 405: Supervised Practicum	Lesson Observation (Assessment 5)
EDS 401: Co-Teaching & Collaboration	Language Acquisition Plan (Assessment 8)
	Individualized Education Program (IEP) (Assessment 7)
NA	Praxis II Exam: The Praxis Test for Special Education: Core Knowledge and Mild to Moderate Applications (5543)(Assessment 1) (Candidates must provide print-out of all scores.)
EDS 518: Supervised Internship	Case Study (Assessment 3)
	Program Exams (Assessment 2)

	Lesson Observation (2 lessons will be formally observed and scored) (Assessment 5)
	Midterm Evaluations (independently filled out by University Supervisor and Clinical educator (cooperating teacher)) (Assessment 4)
	Final Evaluations (independently filled out by University Supervisor and Clinical educator (cooperating teacher)) (Assessment 4)

**b. Will the program be accredited? If so, when? How?**

The program is currently accredited by CAEP/NCATE and holds national recognition by the Council for Exceptional Children (CEC) through 2022.

Additionally the state of Rhode Island Department of Education (RIDE) requires program approval through Performance Review for Educator Preparation in Rhode Island (PREP-RI) Process. The URI special education program has been approved without conditions through 2021 (see:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/PrepRI/PREP%20Reports/2017%20URI%20Report.pdf>).

**I. WHAT SPECIAL EQUIPMENT OR RESOURCES ARE NEEDED?**

**I1. Special instructional resources and services needed? (Clinical space, internships, proctors)**

Internships will be required. Currently the Office of Teacher Education in the School of Education secures practicum and full-time student teaching placements for the special education program. This would continue in undergraduate track.

**I2. Facilities and capital equipment?**

The program is currently running at URI. Therefore, no additional special equipment or resources are needed.

**J. IS THE PROGRAM FINANCIALLY VIABLE?**

**J1. ALL PROPOSALS: Complete the Rhode Island Office of Postsecondary Commissioner [Budget Form](#) demonstrating either**

**a. the need for additional resources or**

**b. that existing funds are sufficient for carrying out the program.**

We do not request any addition funding for the undergraduate track. Faculty in this program are already either teaching in the current MA Special Education program or in the reading specialist program. We will request to fill the FT tenure-track position vacated by Dr. Moore.

**The completed proposal with Budget Form requires review by the URI Budget and Financial Planning Office. If no new funds are requested, proposers shall request a Statement of No Financial Impact from the URI Budget and Financial Planning Office.**



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January 22, 2018

Dean R. Anthony Rolle, Ph.D.  
University of Rhode Island  
Alan Shawn Feinstein College of Education & Professional Studies  
80 Washington Street, Second Floor  
Providence, RI 02903

Dear Dean Rolle,

I enthusiastically support the University of Rhode Island's efforts to modify the current special education certification program to include undergraduate elementary education candidates who wish to obtain special education certification. Given the shortage of highly qualified special education teachers within the state of Rhode Island and around New England, this program pathway will certify more special educators to address this workforce development issue.

As an Administrator of Special Education, I have had the opportunity to hire a number of special educators. I have consistently observed that the new teacher candidates who complete the program in special education at URI as graduate students have been well prepared, knowledgeable and able to meet the demands of special educators today in our schools. I anticipate that extending this credential to baccalaureate candidates in elementary education would produce the same well-prepared candidates. Further, from a marketability standpoint, having a teacher who is dually certified in elementary general and special education makes sense. Students enter our classrooms with unique needs regardless of disability designation. Teachers need the skills and training to be able to teach all students who are in front of them so it goes without saying that a special education credential will richly enhance their teaching practices in the classroom.

The Portsmouth School Department is willing to serve as a practicum and student teaching site for URI students in the special education certification program. We value the reciprocal benefits that URI teacher candidates and cooperating teachers receive from working together. Our district looks forward to the continued collaboration with URI in this endeavor.

Sincerely,

Lisa C. Colwell, Ed.D.  
Director of Pupil Personnel Services



Ken Wagner  
Commissioner

State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

David Byrd  
Director, School of Education  
701 Chafee Building  
University of Rhode Island  
Kingston, RI 02881

2/24/2017

Dear David,

Thank you for submitting a request to expand undergraduate certificate options. Clarification of the understood programmatic changes and design considerations follow. As is stated in the New Program Approval Process for Educator Preparation Providers Guidelines, the review is conducted to assure that “all educators prepared in Rhode Island are student and school ready”. Though these are not new programs, they do create three new pathways for undergraduate elementary candidates.

Based on correspondence received in January and February 2017, RIDE understands that the design of these options to be the following:

- Undergraduate elementary candidates may choose, at the point of admission, to pursue additional coursework and experiences that would prepare them concurrently for Elementary Education and one of the following certificate areas:
  - 11291: Elementary Bilingual and Dual Language, Grades 1-6
  - 11292: Elementary English as a Second Language, Grades 1-6
  - 11281: Elementary Special Education, Grades 1-6
- Candidates who choose concurrent preparation will follow the same program of study as the approved graduate experiences of those programs (i.e. coursework, assignments, clinical expectations, and performance expectations).
- Candidates who concurrently pursue Elementary Education and Elementary Special Education will need to complete an additional semester of coursework through a full-time student teaching experience in a special education classroom to meet clinical experience requirements.
- Candidates who concurrently pursue Elementary Education and either Elementary Bilingual and Dual Language or Elementary English as a Second Language will not need to complete an additional semester and will be advised and guided through their requirements to ensure clinical hours and experiences meet the certification requirements for practicum.

Given our understanding of the undergraduate pathways, RIDE is approving URI to add the options for undergraduate Elementary Education candidates to concurrently pursue preparation in:

- 11291: Elementary Bilingual and Dual Language, Grades 1-6



- 11292: Elementary English as a Second Language, Grades 1-6
- 11281: Elementary Special Education, Grades 1-6

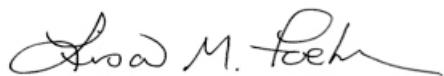
RIDE would also like to note a significant design consideration. Design considerations represent design elements that merit reconsideration and ultimately may impact program performance and approval. Faculty and staff should review these comments, revise the program design as appropriate, and discuss with RIDE staff as needed.

Design Consideration	All new certificate areas being added to the undergraduate elementary offerings currently operate as graduate level courses and programs. With that in mind, faculty and staff should consider how graduate level courses assume a significant amount of experience, performance expectations, and prior knowledge. Faculty and staff should monitor and maintain a focus on how they meaningfully account for undergraduate candidates added into these courses and experiences. Candidates that have not yet taught still need to meaningfully engage with the specialized content of these dependent certificate areas in order to meet performance expectations that match those of experienced and certified educators. Additionally, faculty and staff should consider the ways that these new options compliment the concurrent learning and experiences taking place within the undergraduate elementary program.
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We appreciate the speed at which URI is moving to respond to the needs of Rhode Island LEAs. We also acknowledge that the additions to the undergraduate elementary preparation may support completer ability in securing employment upon program completion.

If you have any questions or need assistance, contact Lauren Matlach ([Lauren.Matlach@ride.ri.gov](mailto:Lauren.Matlach@ride.ri.gov)) or Sarah Whiting ([Sarah.Whiting@ride.ri.gov](mailto:Sarah.Whiting@ride.ri.gov)) in my office.

Sincerely,



Lisa M. Foehr, Director  
Office of Educator Quality and Certification



Philip Thornton, Ed.D., Superintendent  
[philip.thornton@warrickschools.org](mailto:philip.thornton@warrickschools.org)

Jennifer Connolly, Ph.D  
Director of Special Services  
[jennifer.connolly@warrickschools.org](mailto:jennifer.connolly@warrickschools.org)  
401-734-3059

Christine Cobb, Assistant Director  
[christine.cobb@warrickschools.org](mailto:christine.cobb@warrickschools.org)  
401-734-3054

Jennifer Roy, Assistant Director  
[jennifer.roy@warrickschools.org](mailto:jennifer.roy@warrickschools.org)  
401-734-3053

January 22, 2018

Dean R. Anthony Rolle, PhD  
University of Rhode Island  
Allan Shawn Feinstein College of Education & Professional Studies  
80 Washington Street, Second Floor  
Providence, RI 02903

Dear Dean Rolle,

Warwick Public Schools strongly supports the University of Rhode Island's efforts to change the current special education certification to include undergraduate elementary education candidates who want to earn special education certification. This year, as in past years, Rhode Island and other states in the region are experiencing a shortage in certified special education teachers. URI's efforts to increase the quantity and quality of certified special education teachers is much needed.

This modification to the current certification would benefit Warwick Public Schools because it would provide more exposure to the special education field to pre-service teachers. URI is known for graduating quality candidates and the need for quality candidates has become critical in my district as in others.

Warwick Public Schools is willing to support URI teacher candidates in the special education certification program with practicum and student teaching placements to further increase the number of high quality special education teachers in Rhode



# Warwick

## PUBLIC SCHOOLS

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Philip Thornton, Ed.D., Superintendent  
[philip.thornton@warrickschools.org](mailto:philip.thornton@warrickschools.org)

Island. This mentoring program is of mutual benefit, as it provides pre-service teachers critical experience in the classroom, and it enables current teaching staff to learn emerging practices. We look forward to this opportunity and partnership.

If I can provide any further information to support this effort please do not hesitate to contact me.

Sincerely,

Jennifer F. Connolly, PhD  
Director of Special Services  
Warwick Public Schools  
(401) 734-3059  
[jennifer.connolly@warrickschools.org](mailto:jennifer.connolly@warrickschools.org)



**BUDGET AND FINANCIAL PLANNING**

Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 web.uri.edu/budget

DATE: February 5, 2019

TO: Margaret Benz  
Coordinator, Faculty Senate

FROM: Linda Barrett  
Director, Budget and Financial Planning

SUBJECT: Proposal for an Undergraduate Certificate in Special Education

As requested in an email from Anne Seitsinger, Associate Dean in the College of Education, Department of Education, dated January 15, 2019, the Budget and Financial Planning Office has reviewed the submitted documents related to the proposal for an undergraduate certificate program in special education.

Per the proposal, the Undergraduate Certificate in Special Education, as proposed, will require the filling of a recently vacated faculty position. All funding for new resources must be requested from the Dean through the annual college budget hearings with the Provost.

The Budget and Financial Planning Office, including communication with Enrollment Services, concurs that the request for an undergraduate certificate in special education is expected to have an impact requiring resources on the Fund 100 unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes	Dean Libutti
Laura Beauvais	Matthew Bodah
Anthony Rolle	Anne Seitsinger
Cheryl Hinkson	Colleen Robillard
Joanne Lawrence	John Humphrey
David Byrd	

Office/BudgetImpactStatements/undergraduatecertificateinspecialeducation/BudgetImpactStatementLetter.final

**UNDERGRADUATE SPECIAL EDUCATION PROGRAM**

**ACADEMIC PROGRAM BUDGET FORM**

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 1 of 3**

Choose one: ☐ Full-time   ☐ Part-time   ☐ Combination of full- and part-time

**REVENUE ESTIMATES**

	Year 1 2019-2020		Year 2 2020-2021		Year 3 2021-2022		Year 4 2022-2023	
Tuition: In-State	\$12,590		\$12,948		\$12,948		\$12,948	
Tuition: Out-State	\$29,710		\$30,468		\$30,468		\$30,468	
Tuition: Regional								
Mandatory fees per student	\$1,978		\$2,020		\$2,020		\$2,020	
FTE # of New Students: In-State	7		9		11		13	
FTE # of New Students: Out-State	3		4		5		6	
# of In-State FTE students transferring in from the institution's existing programs	0		0		0		0	
# of Out-State FTE students transferring in from the institution's existing programs	0		0		0		0	
	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
<b>TUITION AND FEES</b>								
<b>First Year Students</b>								
In-State tuition	\$88,130.00							
Out-of-State tuition	\$89,130.00							
Regional tuition								
Mandatory fees	\$19,780.00							
<b>Second Year Students</b>								
In-State tuition			\$116,532.00					
Out-of-State tuition			\$121,872.00					
Regional tuition								
Mandatory fees			\$26,260.00					
<b>Third Year Students</b>								
In-State tuition					\$142,428.00			
Out-of-State tuition					\$152,340.00			
Regional tuition								
Mandatory fees					\$32,320.00			
<b>Fourth Year Students</b>								
In-State tuition							\$168,324.00	
Out-of-State tuition							\$182,808.00	
Regional tuition								
Mandatory fees							\$38,380.00	
<b>Total Tuition and Fees</b>	\$197,040.00	\$0.00	\$264,664.00	\$0.00	\$327,088.00	\$0.00	\$389,512.00	\$0.00
<b>GRANTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>CONTRACTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>OTHER (Specify)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Grants, Contracts, Other</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>	\$197,040.00	\$0.00	\$264,664.00	\$0.00	\$327,088.00	\$0.00	\$389,512.00	\$0.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

# ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 2 of 3**

## EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
<b>PERSONNEL SERVICES</b>								
Administrators								
Faculty		\$142,600.00		\$146,165.00		\$149,819.13		\$153,564.60
Support Staff								
Others/Per course	\$20,816.00		\$20,816.00		\$20,816.00		\$20,816.00	
Fringe Benefits 40%		\$57,040.00		\$58,466.00		\$59,927.65		\$61,425.84
<b>Total Personnel</b>	<b>\$20,816.00</b>	<b>\$199,640.00</b>	<b>\$20,816.00</b>	<b>\$204,631.00</b>	<b>\$20,816.00</b>	<b>\$209,746.78</b>	<b>\$20,816.00</b>	<b>\$214,990.44</b>
<b>OPERATING EXPENSES</b>								
Instructional Resources								
Other (specify)								
<b>Total Operating Expenses</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>CAPITAL</b>								
Facilities								
Equipment								
Other								
<b>Total Capital</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>NET STUDENT ASSISTANCE</b>								
Assistantships								
Fellowships								
Stipends/Scholarships								
<b>Total Student Assistance</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL EXPENDITURES</b>	<b>\$20,816.00</b>	<b>\$199,640.00</b>	<b>\$20,816.00</b>	<b>\$204,631.00</b>	<b>\$20,816.00</b>	<b>\$209,746.78</b>	<b>\$20,816.00</b>	<b>\$214,990.44</b>

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.



### ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
<b>BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM</b>				
Total Revenue	\$197,040.00	\$264,664.00	\$327,088.00	\$389,512.00
Total Expenses	\$220,456.00	\$225,447.00	\$230,562.78	\$235,806.44
Excess/Deficiency	-\$23,416.00	\$39,217.00	\$96,525.23	\$153,705.56
<b>BUDGET SUMMARY OF EXISTING PROGRAM ONLY</b>				
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenses	\$199,640.00	\$204,631.00	\$209,746.78	\$214,990.44
Excess/Deficiency	-\$199,640.00	-\$204,631.00	-\$209,746.78	-\$214,990.44
<b>BUDGET SUMMARY OF NEW PROGRAM ONLY</b>				
Total of Newly Generated Revenue	\$197,040.00	\$264,664.00	\$327,088.00	\$389,512.00
Total of Additional Resources Required for	\$20,816.00	\$20,816.00	\$20,816.00	\$20,816.00
Excess/Deficiency	\$176,224.00	\$243,848.00	\$306,272.00	\$368,696.00

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

## UNDGERGRAD SPECIAL EDUCATION

### Continuing Full-time Faculty

C Semnoski	\$	57,207.58	
T. Deeney	\$	106,740.35	
	\$	163,947.93	40% fringe added 2.5% salary increase each year added 4% fringe increase each year

			<b>%time</b>
Terry	teaching 12 credits	3/2 load= 15 credits	80%
Cathy	Teaches 24 credits	3/4 load = 21 credits	100%
			overload
			total sal

Per course	2 courses per semester @4101 ea	
	\$4101x4	\$ 16,416.00

Semnoski	1 course overload	\$ 4,400.00	<i>may be adjusted for per course facu</i>
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<b>Other per course costs</b>	<b>\$ 20,816.00</b>
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Added 2 in-state students & 1 out-of-state student per year

*FALL 18 Undergrad Student Count*

Instate = 5

Out-of-state=2

\$	85,392.28
\$	57,207.58

\$	142,599.86
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ility

**LIBRARY IMPACT STATEMENT (New Program Proposal)**  
**LIBRARIAN'S ASSESSMENT**

The Collection Management Officer will complete this form as requested, assessing library materials and collections as detailed below, returning. Subject selectors who receive requests for Library Impact Statements for new programs should forward those requests to the CMO.

Program: Elementary and Special Education Track (Certification track for Special Education)\_\_\_\_\_

Department, College: School of Education/CEPS\_\_\_\_\_

Faculty Member: Theresa Deeney\_\_\_\_\_

Date Received: December 18, 2018

Date returned to Faculty: December 20, 2018\_\_\_\_\_

Librarian Completing Assessment: \_Joanna M. Burkhardt\_\_\_\_\_

Collection Management Officer: Joanna M. Burkhardt\_\_\_\_\_

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Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

URI Libraries hold substantial collections of materials in relevant subject areas, as we already support a graduate program in the subject. The 2018-19 allocation for the purchase of monographs for Education is approximately \$5,000. The cost of journal subscriptions is not broken out by department or college.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

The library subscribes to the two essential journals noted in the description for EDC 400.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

No new library resources are required to support this program.

4. What information mastery sessions will be required for the students?

Information mastery sessions are not required for students in this track. Should instructors want instruction from the library for their classes, they can contact the Public Services Department at the beginning of any semester.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library for the support of this program.